
EDLD 760A / EDS 288A
Qualitative Research Methods
CSUSM University Hall 443

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Hours:	By appointment

COURSE OVERVIEW

Addresses more advanced topics in research design and methodology. Students hone the requisite research skills to conduct dissertation research. Students gain varied hands-on experiences in collecting and analyzing data relevant to schooling, as well as learn how to develop, manage, and analyze large data files. Students create a research agenda and develop skills needed in proposal writing: development, organization and coherence, conceptualization of research design, and attention to audience and writing style.

Daniels: Qualitative research provides a systematic way in which to explore questions about the world and about social processes in the context in which they exist. Qualitative researchers engage in inquiry processes to understand phenomena through the meaning that individuals make from their experiences. Immersion in other people's worlds is essential. To accomplish this, researchers elicit what participants say, do, and feel and look for themes that tie those reactions together. Qualitative methodologists work to understand what is going on by listening and watching intently. They ask a number of questions and observe closely to create meaning from participants' lived experiences.

Student Learning Outcomes

1. Examine a variety of qualitative methods and specific methodological approaches
2. Understand the role of theory, philosophy, and ethics in qualitative research
3. Identify appropriate qualitative methods to answer a variety of research questions
4. Engage in critical conversations and writing about qualitative research methods
5. Consider both the practical and ethical implications of a qualitative research project

Program Student Learning Outcomes

By the end of the program, students will be able to:

PSLO 1: Demonstrate and engage in critical analysis around creating and sustaining organizational conditions that promote socially just and equitable learning environments.

PSLO 2: Use evidence-based decision-making.

Focus of EDLD 760A/EDS 288A: PSLO 3: Generate and use applied research.

PSLO 4: Demonstrate and apply leadership skills and dispositions that are applicable to positively impact organizational culture and practice.

CSUSM - School of Education Mission & Vision Statement
(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

Basic Tenets of our Conceptual Framework

- Student centered education
 - Research and theory specific to the program field inform practice
 - Connections and links between coursework and application
 - Strong engagement between faculty and candidates
 - Co-teaching clinical practice
 - Culturally responsive pedagogy and socially just outcomes
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GENERAL CONSIDERATIONS

Joint Doctoral Program attendance policy

Students *must* participate in 80% of the course sessions to receive an A for this course. Additional absences may further impact the course grade. If the absence is predictable (e.g. professional obligation) the student should inform the instructor ahead of time. If the absence is unanticipated, the student should initiate contact with the instructor as soon as possible. Notification of an absence does not constitute an excuse.

CSUSM Accommodation Services

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

OUR LEARNING COMMUNITY

The following Community Agreements and Teaching/Learning philosophy will serve as the foundational principles by which we relate to each other as we learn together. As a community, we can add specifics to these principles as we need.

Community Agreements

- We speak from our own experience
- We are open to hearing others
- We share air time
- We are willing to have our thinking challenged
- We respect confidentiality
- We share experiences that are issue focused, not necessarily who said it or where
- Each of us participates using a “value added” approach by expanding upon ideas, providing examples, and/or expressing a different perspective.

GRADING STANDARDS

Grading Scale:

General Evaluation/Feedback Rubric

Does not meet standards (B or below)	Approaching Standards (A-/B+)	Meets Standards (A)
<ul style="list-style-type: none">• Includes some of the required elements as delineated in the syllabus• Some components of the assignment are included• Provides a few concrete details of the information required for the assignment• Includes personal viewpoints• Organization hard to follow• Many mechanical errors, including APA format• Hard to read• Little sentence/vocabulary variety	<ul style="list-style-type: none">• Includes required elements as delineated in the syllabus• All components of the assignment are included• Provides concrete details of the information required for the assignment• Includes personal viewpoints• Good organization• Has few, if any, mechanical errors including APA format• Holds interest – is interesting to read• Some sentence/vocabulary variety	<ul style="list-style-type: none">• Includes required elements as delineated in the syllabus• All components of the assignment are included• Provides concrete details of the information required for the assignment and makes clear connections to class discussions, readings and activities• Insightful commentary using personal viewpoints supported by current learning• Presents clear and logical organization of thoughts• Has few, if any, mechanical errors including APA format• Holds interest – is engaging and thought-provoking to the audience• Uses a sophisticated scholar researcher vocabulary and sentence structure

If you are unable to submit an assignment by the due date, it is your responsibility to contact the instructor before the due date.

This rubric represents general guidelines we will use to evaluate your work. As a doctoral candidate it is critical that you communicate your ideas through multiple formats. The written word is a powerful demonstrator of your knowledge, skills and disposition. Therefore, we hold high expectations of your performance and we are committed to providing you with useful and meaningful feedback that will support your learning and continued development as an educational leader.

In general, we believe a doctoral student:

- Completes all assignments on time and demonstrates the ability to summarize, analyze, and/or reflect at sophisticated and complex levels.
- Varies sources of information for assignments, demonstrating high degree of effort in pursuing varied perspectives around important educational issues.
- Completes all the reading assignments and develops thoughtful and thorough responses.
- Produces work that reveals a strong commitment to self-discovery and learning.
- Produces work at a highly professional level in terms of both writing and content.
- Develops a high quality presentation, demonstrating significant learning around a contemporary issue.
- Presents confidently and intelligently, demonstrating effective teaching skills.
- Completes assignments in/out of class with a focus on learning and exploration, pushing him/herself to better understand the profession through quality work.
- Attends every class meeting and is fully engaged during class.
- Pushes him/herself to new understandings by participating in discussions, sharing his/her opinions, and valuing others' perspectives.
- Contributes to the positive environment of the class by respecting all members.

COURSE TEXTS AND READINGS

- Required: Additional articles posted on Cougar Courses or self-identified
- Required: Creswell, J. (2012). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. Thousand Oaks, CA: SAGE Publications. ISBN: 9781412995306
- Recommended: Creswell, J. (2012). *Educational Research: Planning, Conducting, and Evaluating Qualitative and Quantitative Research, 4th Edition*. New York: Pearson. ISBN: 9780131367395

COURSE REQUIREMENTS

As adult learners it is assumed that you will read the texts and articles critically, develop questions and analyses, and complete written assignments that will facilitate your own learning and class discussions. It is assumed that all students will work to their highest level since mastering research skills will enable you to conduct and complete a high quality dissertation.

Participation (20%)

Your attendance and active participation are essential to achieving the student learning outcomes for this course. Students are expected to come prepared to discuss the readings and to engage in challenging conversations that support the further development of one's academic voice.

Reflection Mini-Papers—Due February 5, 12, 19, 26 (40%)

For each Tuesday session, you will find a qualitative research article on a topic of your choice. Read it and write a paper that processes the article's major ideas and reflects on the systematic inquiry described within. Each reflection should contain the following elements:

1. APA citation of the article you studied
2. A summary of and overall impressions about what you read
3. Identification of sections or passages that resonated with you
4. Questions you have about aspects in the readings
5. Discussion about how the methodology shaped the inquiry process and findings

These four papers are meant to be starting points for discussion in class so bring them as either hard copies or electronic files that will easily accessible to you.

Synthesis Paper—Due March 16, 2014 (40%)

The final project for the class is writing a paper that synthesizes your understanding of the connection between research questions and methodology in terms of what you are thinking about studying for your dissertation. You may/should include your learning from Dr. Hofstetter's quantitative methods course as well. The focus of this paper will be a) your understanding of how a researcher determines the most effective methodology for answering any given research question(s) and b) how this learning connects to your own potential research topic. The paper should include the following elements:

1. A description of the topic you want to study; include a discussion of why this is a meaningful topic (problem statement) and a *brief* exploration of the existing literature around your specific topic (literature review).
2. Overarching research questions that clarify what you want to understand in terms of your topic of study
3. A discussion of what methodological approach or approaches might be best suited to explore your research questions; be sure to include the rationale behind your thinking
4. An executive summary that distills your expanded thinking in numbers 1-3 into one page (think "elevator speech")

CLASS MEETING SCHEDULE

Date	Topic	Preparations Required
February 8, 2014 SATURDAY 9 AM-4 PM	Exploring qualitative methods Ethics overview Epistemology	Read: Creswell Chapters 1, 2, 3, & 4
February 12, 2014 WEDNESDAY 6-9 PM	Connecting research questions to an appropriate methodology	Read: Creswell Chapter 5 Find/Read: A qualitative study on a topic of your choosing Due: Reflection mini-paper
February 19, 2014 WEDNESDAY 6-9 PM	Conducting a qualitative study Qualitative data collection— interviewing, observing, document review	Read: Creswell Chapter 7 Find/Read: A qualitative study on a topic of your choosing Due: Reflection mini-paper
February 26, 2014 WEDNESDAY 6-9 PM	Analyzing qualitative data Writing a report about the data	Read: Creswell Chapters 8 & 9 Find/Read: A qualitative study on a topic of your choosing Due: Reflection mini-paper
March 5, 2014 WEDNESDAY 6-9 PM	Understanding IRB's role in qualitative research Writers' Workshop on synthesis paper thus far	Find/Read: A qualitative study on a topic of your choosing
March 7, 2014 ONLINE	CITI training for IRB	
March 8, 2014 SATURDAY 9-4, UCSD	Practice with interviewing participants Exploring mixed-methods (with Dr. Carolyn Hofstetter)	Read: Creswell Chapters 10 & 11
March 16, 2014	No formal class meeting	Due: Synthesis paper